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ABSTRACT

The University of Louisville conducted a study to determine participants' knowledge of what constitutes sex bias and their ability to recognize situations in which biased behavior is exhibited. The University's Department of Occupational Education sponsored a 10-hour workshop to train vocational educators in methods of incorporating sex fair teaching practices into the classroom and make them aware of the significance of the issue. A total of 114 persons--vocational educators, counselors, supervisors, and administrators--participated in the seminar and responded to the questionnaire. The first 6 hours of instruction addressed bias in adult communication and the curriculum. Information on bias in the classroom was presented through lecture, role playing, videotapes, and interaction. The second 4-hour block of instruction concerned sexual harassment. The multimedia presentation involved considerable audience interaction. A pretest consisted of 18 questions testing attitudes about sex bias and harassment on a Likert-type scale and 15 questions rating responses to situations with alternative solutions that participants labeled "discriminatory," "biased," "sex fair," or "sex affirmative." A posttest given at the conclusion of the seminar assessed learning. A 3-month follow-up posttest mailed to participants had a 79.82 percent return rate (n=91). Results showed that learning had occurred and continued to be reinforced after the seminar. (Appendixes include two data tables, a list of 15 references, and instruments.) (YLB)

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Final Report

Elimination of Sex Bias/Sex Stereotyping Project

Are Students Treated Differently and Sexual Harassment - Seminar for Vocational Teachers

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Office of Educational Research and Improvement
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Rationale

Equal educational and employment opportunities for women have been emphasized over the past fourteen years. Current research, however, indicates that biased teaching techniques and classroom management styles and sexual harassment continue to be a major problem in the classroom. Educators need training so they can recognize and control biased teaching behavior and prevent sexual harassment.

Objectives

In Session 1, participants will be trained in observation and analysis skills that will facilitate analyzing instruction for equity and effectiveness.

In Session 2, participants will understand their institution's responsibilities as they relate to prevention and dealing with sexual harassment cases.

Participants

Principals, assistant principals, supervisors of instruction, guidance counselor, and directors of special education in vocational education will benefit from this seminar.

Accomplishments

As a part of a grant from the Kentucky Office of Vocational Education, the Department of Occupational Education, University of Louisville, sponsored a workshop consisting of ten hours of instruction. The purpose of the seminar was to train vocational educators in methods of incorporating sex-fair teaching practices into the classroom, as well as to make educators aware of the significance of the issue. The audience consisted of vocational educators, counselors, supervisors, and administrators. No attempt was made to determine the number of males or females in the audience. A total of 114 persons participated in the seminar and responded to the questionnaire.

The first six hours of instruction were given by Myra and David Sadker, Directors of the Non-Sexist Teacher Education Project at the American University, Washington D.C., authors of many books and article on the subject of sexism in education. The title of their seminar session was, "Are Students Treated Differently?" They addressed bias in adult communication and in the curriculum. Using lecture, role-playing, videotapes and interaction, the Sadkers presented the data on bias in the classroom. Involvement from the audience played a major role in the instruction, along with a very effective role-playing situation demonstrating classroom bias.

The second four-hour block of instruction was given by Robert Doescycle from the Office of Civil Rights in Atlanta. His topic concerned sexual harassment. His presentation also was a multi-media presentation and involved considerable interaction on the part of the audience.

Prior to the start of the seminar sessions, a pretest with 18 questions testing attitudes about sex bias and harrassment and 15 questions rating responses to situations was given to the participants. The first 18 questions used a Likert scale for the participants' responses. These questions were scored on a scale from 1 to 5, with 5 being the response which demonstrated the most sex fairness. The second set of questions concerned problem situations with alternative solutions. The participants labeled the solution "discriminatory," "biased," "sex-fair," or "sex affirmative." These situations were taken from "Eliminating Sex Bias and Sex Stereotyping in Vocational Education" (Bayne, 1986). Each preferred answer was given one point.

A posttest was given at the conclusion of the seminar to assess learning that had resulted from the seminar. It was essentially identical in structure to the pretest but with slightly different questions. Posttests were completed by the 111 participants who had attended the entire 10 hours of training. In order to test retention, a 3-month follow-up posttest was mailed to the participants with a letter from the State Department of Education, Office of Vocational Education, asking them to participate in this phase of the study. There were 91 responses to this questionnaire, a return rate of 79.82 %.

Results

The results were tabulated. Significant differences were found in the posttest and the 3month posttest. A paper was written by Keith Bayne and Marsha Robertson and published in The Journal of Technical Careers in January 1989. Text of the paper follows.

Unconscious Sex Bias in Vocational Education:

Is There Hope?

Introduction:

For the past 20 years significant efforts have been made to eliminate sex discrimination in vocational education. Women have been encouraged to pursue careers once reserved for men, titles of courses have been changed, and textbooks modified to eliminate stereotypes. Through Title IX, the federal government has promoted sex equity, insuring opportunities for education and training which had previously been denied to people because of their gender. More opportunities are available for women in every field of endeavor, from sports to medicine, and at every level, from entry to management.

In the sixties and seventies, the problem was obvious. There was blatent sex discrimination at every level of the educational system--from academic programs to athletics to textbooks. Male students could not take Home Economics, female students could not take woodworking. Male athletics were funded, female athletics were not. Males were pictured as leaders in books, females as followers. There is ample evidence which suggests that both sexes have suffered from the limiting effects of stereotyping and discrimination (Harvey, 1986).

There have been great strides taken towards achieving sex equity in education--strides which pave the way for equal opportunity for every child regardless of race, sex, or national origin. In And Jill Came Tumbling After: Sexism in American Education, (Stacy, 1974), children's books are portrayed as being damaging to girls because of the weak stereotypes illustrated in them. While efforts are being made to change and create a more favorable environment, educators are often at a loss as to where to begin. Cadance Schau states in the Handbook for Achieving Sex Equity Through Education, (Klein, 1985), more sex-fair and sex-affirmative material are available and in use. She cites studies which support the effectiveness of these materials in diminishing sex stereotyping in children. Public television programs such as Sesame Street have led the way in developing images of people of both genders as strong affective and effective.

If the problem were simply economic or political, it would have gone away as a result of legislation and retraining programs. Unfortunately, this is not the case. Legislation can change only overt discriminatory practices. Retraining into non-traditional jobs, while so helpful to individuals, only reaches a small part of the population. The real issue is the unconscious assumption that the basic nature and capacity of people is qualitatively different because of their gender, and therefore different treatment is required.

The assumption that gender determines specific roles-- the subservient role of the female nurse, the secretary, and so on--is also a part of the problem.

In most cases overt discriminatory practices have largely disappeared becauses of changes in the law. There is a shift in discrimination, though, from the overt to the covert--from active, illegal discrimination to a pervasive sex bias which leaves girls getting less attention of a positive nature which limits their educational outcomes (Sadker and Sadker, 1985). In vocational education, strong emphasis has been placed on developing sex-fair materials and recruiting men and women for non-traditional occupational programs. The Vocational Education Act of 1963, 1968, and 1976 gave impetus to the creation of many programs designed to raise the status of women in the workplace. As a result, more people are being trained for non-traditional jobs now than ever before. However, in spite of the increase in enrollments in non-traditional vocational programs, the overall status of women in traditionally male occupations remains relatively low. The resultant cost of this bias is seen in the labor market place and the lower economic rewards that women receive (Cardinas and First, 1985).

Literature Review:

While great strides have been made in the educational system regarding sex equity, evidence has been found that the educational system is not free from bias. Male and female students are not treated equally. In studies by Sadker and Sadker (1985) and Krupnick (1985), sex bias was found to be a problem at every level of schooling, from pre-school to graduate school; among both male teachers and female teachers; in urban, rural and suburban schools; and at every economic level. In every classroom studied by the Sadkers, males received more praise, remediation, and criticism (Sadker & Sadker 1985). Even teachers who pride themselves on their sex-fair attitudes need to take a closer look at their classroom interactions (Sadker & Sadker 1985). Subtle non-verbal cues are a primary means for communicating evaluative messages (Knapp, 1978), and these non-verbal cues often operate without the awareness of the person communicating (La France and Mayo, 1978). Teachers may work diligently at creating an equitable environment for learning and yet communicate bias non-verbally through classroom management practices or body positions (Perdue and Conner, 1978). The problem lies in changing attitudes and assumptions about the treatment of human beings or in removing the unconscious behaviors that remain even after the attitude has been changed. Attitudes are difficult to change and unconscious attitudes (and behaviors which result from them)

are the most difficult of all (Zimbardo, 1977). The first step in changing an attitude is to create a desire to change, or demonstrate a need to change. This change is more likely to be accepted if it is in harmony with values already held (Halloran, 1967). Teachers and administrators need to be retrained in the importance of sex equitable teaching and in the awareness of their non-verbal behavior which might contribute to a sex-biased classroom or school. Attitudes, even though difficult to change, can be dealt with if they are brought to the conscious level, and if individuals are then given the opportunity to practice a new behavior.

Sadker and Sadker (1986) report hope for the teacher who wishes to build an equitable environment for education. Brief intense training has been shown to be highly effective, not only in eliminating sex bias, but in improving the Overall quality of instruction in the classroom.

Statement of the Problem:

It is recognized that attitudes are difficult to change and that unconscious values and biases are difficult if not impossible to measure. We can however determine the knowledge level regarding what constitutes biased behavior and the person's ability to recognize situations in which such bias might have occurred.

The purpose of this study was to determine the participants'

knowledge of what constitutes sex bias and their to recognize situations in which biased behavior is exhibited.

Procedure:

As a part of a grant from the Kentucky Office of Vocational Education, the Department of Occupational Education, University of Louisville, sponsored a workshop consisting of ten hours of instruction. The purpose of the seminar was to train vocational educators in methods of incorporating sex-fair teaching practices into the classroom, as well as make educators aware of the significance of the issue. The audience consisted of vocational educators, counselors, supervisors, and administrators. No attempt was made to determine the number of males or females in the audience. A total of 114 persons participated in the seminar and responded to the questionnaire.

The first six hours of instruction were given by Drs. Myra and David Sadker. The title of their seminar session was, "Are Students Treated Differently?" They addressed bias in adult communication and in the curriculum. Using lecture, role-playing, videotapes and interaction, the Sadkers presented the data on bias in the classroom. Involvement from the audience played a major role in the instruction, along with a very effective role-playing situation demonstrating

classroom bias.

The second four-hour block of instruction was given by Robert Doescycle from the Office of Civil Rights. His topic concerned sexual harassment. His presentation also was a multi-media presentation and involved considerable interaction on the part of the audience.

Prior to the start of the seminar sessions, a pretest with 18 questions testing knowledge of and attitudes about sex bias and harrassment and 15 questions rating responses to situations was given to the participants. The first 18 questions used a Likert scale for the participants' responses. These questions were scored on a scale from 1 to 5, with 5 being the attitude which demonstrated the most sex fairness. The second set of questions concerned problem situations with alternative solutions. The participants labeled the solution "discriminatory," "biased," "sex-fair," or "sex affirmative." These situations were taken from "Eliminating Sex Bias and Sex Stereotyping in Vocational Education" (Bayne, 1986). Each correct answer was given one point.

A posttest was given at the conclusion of the seminar to assess learning that had resulted from the seminar. It was essentially identical in structure to the pretest but with slightly different questions. Posttests were completed by the 111 participants who had attended the entire 10 hours of

training.

In order to test retention, a 3-month follow-up posttest was mailed to the participants with a letter from the State Department of Education, Office of Vocational Education, asking them to participate in this phase of the study. There were 91 responses to this questionnaire.

Results:

The scores on the test were totaled using both the Likert and situation response section of the instrument. Frequency distributions were calculated for each question using StatPac, which is a comprehensive statistical analysis package available for the IBM PC and compatibles. The frequency program allows for the analysis of the various responses to each question as well as providing the basic statistical data. Table 1 is provided to give an overall presentation of the three tests' basic statistical information. As indicated in the table, the mean score for the group increased on the posttest and also again on the three month follow-up test.

Table 1 about here

A t-test for matched pairs of tests (pre-posttest, pre-3month follow-up, and post-3month follow-up) was run on the total score of each test. The results indicated that this gain was statistically significant, with all changes significant above the 0.01 level of probability using a one tailed test.

Table 2 about here

Discussion of results:

That learning has occurred during the seminar and continued to be reinforced after the seminar ended seems to be indicated by the results of the pretest-posttest and follow-up of the participants 3 months after the seminar ended. a particularly important gain was the three month follow-up test score because it would normally be expected that one would find a decline if the learning followed a normal learning curve.

This finding gives hope and provides some indication that, with training, individuals will consider their unconscious behavior. It also indicates that to some extent participants raised their unconscious level to the conscious and had an opportunity to give consideration to the issues raised in the seminar. thus, while attitudes are difficult to change, knowledge of the manifestations of unconscious bias of people and the resulting behavior will enable them to overcome this bias. The implications of thse findings are still unclear, however, and suggest additional research questions. Some of these questions are as follows:

* Was there a change in attitude to accompany this learning?
* Was there a change in behavior which reflected an

increased desire to promote sex-fairness?

* Will the learning remain over time?

More studies need to be done to determine the most effective way to raise the awareness and to change the behavior of vocational educators in order to reduce sex bias in the classroom. The ideal study would follow the teacher, counselor, and administrator back into their work setting after a training session and observe the behavior of the person regarding bias. We can raise the conscious level of behavior and, if the individual has bought into the process, we can expect to see changes in behavior over a period of time.

11/04/87

TABLE 1

COMPARISON OF TEST RESULTS

	Pretest	Posttest	3 month follow-up
Minimum	42	49	56
Maximum	85	99	100
Range	43	50	44
Mean	69.21	80.75	84.24
Median	69	81	86
Mode	68	86	92
Standard deviation	7.59	8.02	9.35
	N = 114	N = 111	N = 91

Table 2
Difference in Means, and Pooled Variance t-test for Matched pairs Pretest, posttest and Three Month Follow-up Tests

	Pre-Posttest	Pre-3 mth	Post-3 mth
Difference (mean X- mean Y)	12.636	16.527	3.620
t-statistic	11.773	10.446	2.810
Degrees of freedom	109	90	91
Probability (one tailed test)	0.000	0.000	0.003

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Sex Equity Seminar GALT HOUSE Louisville, KY

"Are Students Treated Differently?"
"Sexual Harassment"

SEMINAR REACTION QUESTIONS

1. What was the most helpful aspect of the program?

2. What areas of the program could be improved?

3. What suggestions do you have for improvement?

4. What is your reaction to the setting and the environment?

5. What areas in this program should have been covered more thoroughly?

6. How did the speakers help you get more invloved in the topics discussed?

7. Who else (other jobs or positions) would benefit from this training?

8. How did the speakers make the topics more interesting?

9. What material will be most useful when you return to your job?

10. How will you use the material covered back on your job?

Please rate the following by checking the appropriate column.

	Fair	Good	Very Good	Excellent
Speakers	____	____	_____	_____
Subject	____	____	_____	_____
Presentation	____	____	_____	_____
Audio Visual	____	____	_____	_____
Setting/Environment	____	____	_____	_____

Department of Occupational Education

University of Louisville
Louisville, Kentucky 40292
(502) 588-6667

UNIVERSITY of LOUISVILLE

September 2, 1986

Dear

The University of Louisville and the Office of Vocational Education invite you to attend a two day seminar directed toward promoting sex equity in the classroom.

We are very enthusiastic about this program. On October 6, Myra and David Sadker will present information related to analyzing instruction for equity and effectiveness. (Perhaps you saw a preview of their presentation on the Phil Donahue special "The Human Animal" aired a couple of weeks ago?) On October 7, Bob Doesycle, from the Office of Civil Rights, will discuss preventing and dealing with sexual harassment.

Please note that this seminar is free to participants via a project funded through the Office of Vocational Education. In addition, an application has been filed with the Board of Education requesting that ten contact hours of training for instructional leaders be awarded upon completion of the seminar. (See the enclosed sheet for further information.)

We hope that you will recognize the rare opportunity provided to you by this seminar and decide to join us.

Looking forward to seeing you!

Sincerely,

Keith Bayne

Keith Bayne
Project Director

KB/dbd

Enclosures

Sex Equity Seminar GALT HOUSE Louisville, KY

"Are Students Treated Differently?"
"Sexual Harassment"

SEMINAR REACTION QUESTIONS

1. What was the most helpful aspect of the program?

2. What areas of the program could be improved?

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Subject	___	___	_____	_____
Presentation	___	___	_____	_____
Audio Visual	___	___	_____	_____
Setting/Environment	___	___	_____	_____

SEX EQUITY SEMINAR

October 6,7 1986

Post Test

Directions: Please respond to the following statements.

SD - Strongly disagree
MD - Mildly disagree
EAD - Equally agree and disagree
MA - Mildly agree
SA - Strongly agree

1. A teacher's "uh-huh" response to a student answer is uninformative and of little help to the student.	SD	MD	EAD	MA	SA
2. Men are meant to lead, and women, except in extreme cases, to follow.	SD	MD	EAD	MA	SA
3. Men are able to make decisions more easily than women.	SD	MD	EAD	MA	SA
4. In mixed groups, women most often dominate the conversation.	SD	MD	EAD	MA	SA
5. Girls typically interact more with teachers in language arts and reading while boys typically interact with teachers more in math.	SD	MD	EAD	MA	SA
6. Teacher interactions with students are more effective when males and females are treated differently.	SD	MD	EAD	MA	SA
7. Many women have a responsibility to put their humanizing talents to work outside the home.	SD	MD	EAD	MA	SA
8. It is very difficult to prove that sexual harassment has occurred in many cases.	SD	MD	EAD	MA	SA
9. Teachers are typically less tolerant of classroom race segregation than they are of classroom sex segregation.	SD	MD	EAD	MA	SA
10. Choice of college is not as important for a girl as for a boy.	SD	MD	EAD	MA	SA
11. A woman's mental health and economic situation are little affected by sexual harassment.	SD	MD	EAD	MA	SA
12 Listeners recall more from male speakers than from female speakers even when a similar speaking style is used.	SD	MD	EAD	MA	SA

13. One of the main reasons given for why incidents of sexual harassment are not reported is that women feel that they are the cause of the harassment.	SD	MD	EAD	MA	SA
14. White male students receive more teacher attention than any other student group.	SD	MD	EAD	MA	SA
15. Frequency of student participation in classroom discussion is related to attitudes toward school.	SD	MD	EAD	MA	SA
16. Administrators have little control over the number of sexual harassment complaints that are lodged.	SD	MD	EAD	MA	SA
17. Confronting the harasser regarding inappropriate behavior is much more effective strategy toward discouraging the behavior than ignoring the harassment.	SD	MD	EAD	MA	SA
18. A teacher is more likely to ask for answers from a consecutive series of several boys than to equally call on girls and boys for an answer.	SD	MD	EAD	MA	SA

Directions: Listed below are a number of situations which are familiar to vocational education administrators. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

D--Discriminatory behavior
violates Title IX or other Federal nondiscrimination laws

B--Sex-biased
reflects bias or stereoptyping but it is not a violation of Title IX or other Federal non-discrimination laws

F--Sex-fair behavior
treats both sexes in similar ways

A--Sex-affirmative behavior
attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and lable them by placing the appropriate letters in the blanks.

1. Situation:
You are interviewing a female candidate for a position as head of the home economics department. In the course of the interview you ask the following questions:

___ A. "Do you intend to have any more children?"

___ B. "What does your husband do for a living?"

___ C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"

___ D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation:
As a male administrator, you demonstrate the following patterns of non-verbal behavior:

___ A. In mixed groups, such as staff meetings, you maintain eye contact primarily with other male staff members; you look directly at women only when responding to or addressing them.

___ B. In the halls, staff lounge, and other informal settings you stand or sit near female and male staff members with approximately the same frequency and feel comfortable doing so.

___ C. You use touch to indicate support, gently grasping a hand or arm of both females and males, being sensitive to those who may dislike being touched.

3. Situation:
Your school has developed the following administrative procedures for students entering vocational programs nontraditional to their sex:

___ A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

___ B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.

___ C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

4. Situation:
Your work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

___ A. Check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business/office occupations students whom he hasn't used before.

___ B. Tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find someplace else for female trainees.

___ C. Confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

SEX EQUITY SEMINAR

October 6,7 1986

Pre Test

Directions: Please respond to the following statements.

SD - Strongly disagree
MD - Mildly disagree
EAD - Equally agree and disagree
MA - Mildly agree
SA - Strongly agree

1. Nurturance and concern for others are equally important for men and women.	SD	MD	EAD	MA	SA
2. Men are more competitive, ambitious, and self-confident than women.	SD	MD	EAD	MA	SA
3. A girl's college education is more often wasted than a boy's.	SD	MD	EAD	MA	SA
4. Man is traditionally the breadwinner and woman is the homemaker; we should attempt to maintain a definite role separation.	SD	MD	EAD	MA	SA
5. Lighthearted comments of a sexual nature made by males and females in a working environment should be ignored.	SD	MD	EAD	MA	SA
6. Black male students receive less teacher attention than any other student group.	SD	MD	EAD	MA	SA
7. In professional meetings comprised of males and females, equal floor time is generally allowed for both groups.	SD	MD	EAD	MA	SA
8. Sexual harassment has a negative effect on working women in terms of their self-esteem and work opportunities.	SD	MD	EAD	MA	SA
9. Teachers spend more reaction time in remediation with females than males.	SD	MD	EAD	MA	SA
10. Teachers are more likely to give remediation responses to students than acceptance, praise or criticism responses.	SD	MD	EAD	MA	SA
11. Most teachers treat males and females about the same.	SD	MD	EAD	MA	SA
12. The attitude of male supremacy is the sexual harasser's justification for his actions.	SD	MD	EAD	MA	SA

13. When teachers initiate an interaction with students, they tend to continue to interact with children of the same sex as themselves. SD MD EAD MA SA

14. Answers called out in class by girls are viewed as favorably as answers called out in class by boys. SD MD EAD MA SA

15. Sexual harassment occurs only when physical action is involved. SD MD EAD MA SA

16. Slightly less sex bias exists between professors and students in postsecondary classrooms than between students and teachers in elementary and secondary classrooms. SD MD EAD MA SA

17. Administrators cannot be completely held responsible for inappropriate attitudes and behavior of subordinates. SD MD EAD MA SA

18. The effect of sex bias is exaggerated and has an insignificant long term bearing on student's achievement. SD MD EAD MA SA

Directions: Listed below are a number of situations which are familiar to vocational education administrators. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

D--Discriminatory behavior
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___ C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"

___ D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation:
Your school utilizes the following forms:

___ A. An application for employment which asks for the applicant's marital status, spouse's name, and number of children.

___ B. A report card form which begins "Dear Mr. and Mrs."

___ C. A report card which begins "to the family of _____."(student's name)

___ D. A data form completed by employees after they are hired which asks for marital status for insurance purposes.

3. Situation:
One of your trades and industry teachers has made it clear that he doesn't approve of having young women in welding and anyone who enrolls in his program probably won't last for very only. Six weeks into the school year a young woman welding student comes to you indicating that she's being harassed both by the teacher and students. You say to her:

___ A. "It sounds as if your're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be a little more inconvenient for your schedule, but it will solve the problem."

___ B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, and to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any vocational program of your choice without harassment, and it's my responsibility to see that your rights are protected."

___ C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

4. Situation:
You are thinking about the use of rough or obscene language and various terms of address for males and females. You:

___ A. Avoid using rough or obscene language in front of females but use it freely with males.

___ B. Try to avoid using rough or obscene language around females and apologize when you slip.

___ C. Refer to males on the staff as "men" and the women as "gals."

___ D. Have signs on the restroom doors that say "Men" and "Ladies."

SEX EQUITY SEMINAR

3 Month Post Test

January 1987

Directions: Please respond to the following statements.

SD - Strongly disagree
MD - Mildly disagree
EAD - Equally agree and disagree
MA - Mildly agree
SA - Strongly agree

1. Few women have the fortitude and ability to compete in a man's world, such as in economics and politics.	SD	MD	EAD	MA	SA
2. In general, males and females receive about the same amount of teacher attention.	SD	MD	EAD	MA	SA
3. There is little a victim can do to prevent continued sexual harassment.	SD	MD	EAD	MA	SA
4. Man is traditionally the breadwinner and woman is the homemaker; we should attempt to maintain a definite role separation.	SD	MD	EAD	MA	SA
5. Males are more likely to interrupt a woman who is speaking than another male.	SD	MD	EAD	MA	SA
6. Administrators cannot be completely held responsible for inappropriate attitudes and behavior of subordinates.	SD	MD	EAD	MA	SA
7. The quality and quantity of teacher-student interaction is about the same for males and females.	SD	MD	EAD	MA	SA
8. Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than abilities and interests of the individual become paramount.	SD	MD	EAD	MA	SA
9. A teacher is more likely to ask for answers from a consecutive series of several boys than to equally call on girls and boys for an answer.	SD	MD	EAD	MA	SA
10. The attitude of male supremacy is the sexual harasser's justification for his actions.	SD	MD	EAD	MA	SA

11. Students receiving precise feedback are more likely to achieve academically than students receiving o.k. responses.	SD	MD	EAD	MA	SA
12. There is little difference in the level of self-esteem between boys and girls.	SD	MD	EAD	MA	SA
13. A teacher is more likely to explain how a task is to be done to a boy than a girl. In other works, a teacher is more likely to do the task for the girl than to explain how to do it.	SD	MD	EAD	MA	SA
14. The perception that sexual harassment has occured is often more important than the intentions of the person against which the charge has been lodged.	SD	MD	EAD	MA	SA
15. Less serious academic and career aims for girls should be understood and accepted by teachers working with girls.	SD	MD	EAD	MA	SA
16. Most teachers are aware of their bias regarding male and female students.	SD	MD	EAD	MA	SA
17. Listeners recall more from male speakers than from female speakers even when a similar speaking style is used.	SD	MD	EAD	MA	SA
18. Sexual harassment has a negative effect on working women in terms of their self-esteem and work opportunities.	SD	MD	EAD	MA	SA

Directions: Listed below are a number of situations which are familiar to vocational education administrators. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

D--Discriminatory behavior
violates Title IX or other Federal nondiscrimination laws

B--Sex-biased
reflects bias or stereotyping but it is not a violation of Title IX or other Federal non-discrimination laws

F--Sex-fair behavior
treats both sexes in similar ways

A--Sex-affirmative behavior
attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation:
You receive information related to an administrative intern training program. You:

___ A. Distribute the information only to male teachers.

___ B. Distribute it to all teachers.

___ C. Conduct a special recruitment effort to attract more female teachers into the intern program.

2. Situation:
Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking programs. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education, and apartment living from an individual rather than a family point of view. Your curriculum committee has made the following suggestions for a course title:

___ A. Survival for Singles

___ B. Bachelor Living

___ C. Living Alone and Liking It

___ D. Basic Home Economics for Boys

3. Situation:
You are thinking about the use of rough or obscene language and various terms of address for males and females. You:

___ A. Avoid using rough or obscene language in front of females but use it freely with males.

___ B. Try to avoid using rough or obscene language around females and apologize when you slip.

___ C. Refer to males on the staff as "men" and the women as "gals."

___ D. Have signs on the restroom doors that say "Men" and "Ladies."

4. Situation:
There's only one restroom facility in your agricultural building. Since no females have been in agriculture until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to another building to use the restroom. You:

___ A. Tell the students that since their restroom is in the other building, that's the one they'll have to use.

___ B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.

___ C. Instruct the teacher to let the females use the restroom in emergency situations.